

LEXINGTON/RICHLAND 5 SCHOOL DISTRICT

1020 Dutch Fork Road
Ballentine, SC 29002

GRADES PK-12

ENROLLMENT 15,408 Students

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-898-0096

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Districts with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

0

0

0

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This district met 33 out of 33 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Excellent	No
2004	Excellent	Good	Yes

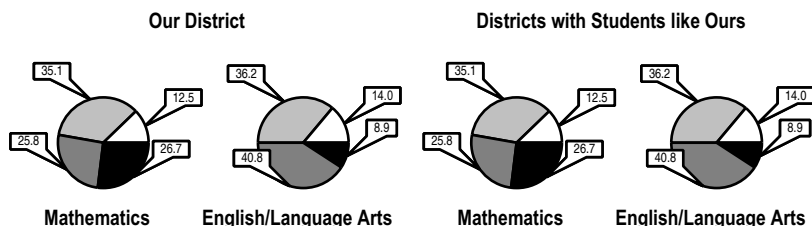
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	91.3	N/A	N/A	91.3	N/A	N/A
Passed 1 subtest	6.4	N/A	N/A	6.4	N/A	N/A
Passed no subtests	2.3	N/A	N/A	2.3	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	30.7	30.7
Seniors who met the SAT/ACT requirement	31.0	31.0
Seniors who met the grade point average	63.4	63.4

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	7,481	99.8	14.0	36.3	40.8	8.9	49.7
Gender							
Male	3,857	99.7	17.9	39.6	37.0	5.4	42.5
Female	3,624	99.9	9.9	32.8	44.7	12.6	57.3
Racial/Ethnic Group							
White	5,140	99.8	9.2	33.9	46.0	11.0	57.0
African-American	2,046	99.8	27.2	43.2	26.7	3.0	29.6
Asian/Pacific Islander	138	100.0	4.8	30.6	47.6	16.9	64.5
Hispanic	122	99.2	27.0	39.6	28.8	4.5	33.3
American Indian/Alaskan	11	100.0	18.2	36.4	36.4	9.1	45.5
Disability Status							
Not Disabled	6,578	99.9	9.7	36.6	44.1	9.6	53.7
Disabled	903	99.5	46.8	34.2	15.5	3.5	19.0
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	7,481	99.8	14.0	36.3	40.8	8.9	49.7
English Proficiency							
Limited English Proficient	71	98.6	37.0	44.4	14.8	3.7	18.5
Non-Limited English Proficient	7,410	99.8	13.9	36.2	41.0	8.9	49.9
Socio-Economic Status							
Subsidized meals	1,719	99.7	28.5	45.5	23.8	2.3	26.1
Full-pay meals	5,762	99.9	10.1	33.8	45.4	10.7	56.0
Mathematics							
All Students	7,480	99.9	12.4	35.1	25.8	26.7	52.5
Gender							
Male	3,857	99.9	13.1	35.1	25.5	26.3	51.8
Female	3,623	100.0	11.7	35.0	26.1	27.2	53.3
Racial/Ethnic Group							
White	5,139	99.9	7.1	31.0	28.8	33.1	61.9
African-American	2,046	100.0	27.2	45.8	17.7	9.2	26.9
Asian/Pacific Islander	138	100.0	2.4	29.8	25.8	41.9	67.7
Hispanic	122	100.0	17.9	48.2	22.3	11.6	33.9
American Indian/Alaskan	11	100.0	27.3	27.3	27.3	18.2	45.5
Disability Status							
Not Disabled	6,577	100.0	8.4	34.8	27.5	29.2	56.8
Disabled	903	99.7	42.1	37.2	12.6	8.1	20.7
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	7,480	99.9	12.4	35.1	25.8	26.7	52.5
English Proficiency							
Limited English Proficient	71	100.0	30.9	41.8	16.4	10.9	27.3
Non-Limited English Proficient	7,409	99.9	12.3	35.0	25.9	26.8	52.7
Socio-Economic Status							
Subsidized meals	1,719	99.9	27.7	45.9	17.5	8.9	26.4
Full-pay meals	5,761	99.9	8.3	32.2	28.0	31.6	59.6

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	1,126	99.8	8.3	27.1	55.1	9.5	64.6
	Grade 4	1,177	99.7	13.0	36.1	45.2	5.6	50.9
	Grade 5	1,258	99.8	18.7	44.5	34.1	2.6	36.7
	Grade 6	1,304	99.8	18.0	33.3	38.0	10.7	48.7
	Grade 7	1,222	99.8	14.9	45.6	35.0	4.5	39.4
	Grade 8	1,234	99.3	15.0	45.5	34.6	4.9	39.5
2004	Grade 3	1,158	99.7	7.5	20.8	52.4	19.2	71.7
	Grade 4	1,172	99.7	10.8	35.5	49.8	3.8	53.7
	Grade 5	1,233	99.8	13.0	42.1	40.8	4.1	45.0
	Grade 6	1,317	100.0	21.7	31.7	35.4	11.2	46.7
	Grade 7	1,354	99.9	16.8	44.2	32.6	6.5	39.1
	Grade 8	1,260	99.7	17.0	44.6	30.9	7.6	38.4

Mathematics								
2003	Grade 3	1,126	100.0	7.6	40.5	32.9	19.0	51.9
	Grade 4	1,177	100.0	8.9	35.8	27.7	27.6	55.3
	Grade 5	1,258	100.0	14.7	39.8	27.4	18.1	45.5
	Grade 6	1,304	99.9	10.0	25.9	29.5	34.6	64.1
	Grade 7	1,222	99.8	12.1	33.2	23.3	31.4	54.7
	Grade 8	1,234	99.5	13.1	42.5	26.3	18.0	44.4
2004	Grade 3	1,158	99.8	10.3	45.3	28.8	15.6	44.4
	Grade 4	1,172	100.0	11.7	36.8	27.9	23.6	51.5
	Grade 5	1,233	100.0	12.9	31.7	22.2	33.2	55.4
	Grade 6	1,317	99.9	11.1	28.2	29.1	31.6	60.6
	Grade 7	1,354	99.9	15.5	32.3	23.2	28.9	52.2
	Grade 8	1,260	99.8	18.2	40.3	20.7	20.9	41.6

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,189	98.7	4.7	16.1	36.4	42.8	79.2
Gender							
Male	612	98.5	6.0	18.1	37.3	38.7	76.0
Female	577	98.8	3.4	14.0	35.4	47.2	82.6
Racial/Ethnic Group							
White	890	98.9	2.9	12.8	36.3	48.0	84.3
African-American	252	97.6	9.7	28.7	39.7	21.9	61.6
Asian/Pacific Islander	30	100.0	6.9	13.8	20.7	58.6	79.3
Hispanic	12	100.0	25.0	16.7	25.0	33.3	58.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,070	99.1	2.5	14.0	37.6	45.8	83.5
Disabled	119	95.0	25.9	36.1	24.1	13.9	38.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,189	98.7	4.7	16.1	34.0	42.8	79.2
English Proficiency							
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,181	98.6	4.4	16.0	36.5	43.0	79.6
Socio-Economic Status							
Subsidized meals	156	96.8	10.3	24.8	37.2	27.6	64.8
Full-pay meals	1,033	98.9	3.9	14.8	36.2	45.0	81.3

Mathematics							
All Students	1,188	98.4	5.6	16.0	34.0	44.4	78.4
Gender							
Male	612	98.2	6.0	14.0	32.1	47.9	80.0
Female	576	98.6	5.2	18.0	36.0	40.8	76.8
Racial/Ethnic Group							
White	889	98.7	3.0	11.7	35.0	50.2	85.2
African-American	252	97.2	14.0	31.4	33.1	21.6	54.7
Asian/Pacific Islander	30	100.0	6.9	N/A	20.7	72.4	93.1
Hispanic	12	100.0	16.7	50.0	16.7	16.7	33.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,069	98.9	3.5	14.8	33.9	47.8	81.7
Disabled	119	94.1	26.2	27.1	34.6	12.1	46.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,188	98.4	5.6	16.0	34.0	44.4	78.4
English Proficiency							
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,180	98.4	5.5	16.0	34.0	44.6	78.6
Socio-Economic Status							
Subsidized meals	156	96.8	11.0	29.7	33.8	25.5	59.3
Full-pay meals	1,032	98.6	4.8	14.0	34.0	47.2	81.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	1,022	98.2%	945	30.7%	1,041	87.6%	N/A
Gender							
Male	499	97.6%	476	32.4%	523	85.3%	
Female	519	98.8%	469	29.0%	518	90.0%	
Racial/Ethnic Group							
White	770	98.7%	711	36.1%	759	90.4%	
African American	203	96.1%	189	9.5%	228	79.4%	
Asian/Pacific Islander	33	100.0%	36	41.7%	40	92.5%	
Hispanic	7	100.0%	7	0.0%	10	50.0%	
American Indian/Alaskan	N/A	N/A	0	N/A	1	I/S	
Disability Status							
Not disabled	945	99.0%	870	33.3%	960	90.1%	
Disabilities other than speech	73	87.7%	75	0.0%	81	58.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	1,006	98.3%	945	30.7%	N/A	N/A	
English Proficiency							
Limited English proficient	6	100.0%	5	40.0%	11	45.5%	
Non-LEP	1,000	98.3%	940	30.6%	1,030	88.1%	
Socio-Economic Status							
Subsidized meals	95	95.8%	104	4.8%	126	72.2%	
Full-pay meals	913	98.6%	841	33.9%	915	89.7%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	98.2%	98.2%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	1,041	1,041
Number of Diplomas	912	912
Rate	87.6%	87.6%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	526	526	546	552	1072	1078
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	20.9	20.7	21.8	21.8	21.7	21.2	21.5	21.1	21.6	21.3
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 15,408)				
First graders who attended full-day kindergarten	95.4%	N/C	95.4%	97.2%
Retention rate	2.2%	Down from 2.4%	2.2%	5.3%
Attendance rate	97.3%	Up from 97.0%	97.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%		2.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%		2.2%	5.1%
Eligible for gifted and talented	26.8%	Up from 25.4%	26.8%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Up from 7.4%	7.7%	10.9%
Older than usual for grade	1.8%	No change	1.8%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Up from 1.6%	1.9%	1.1%
Enrolled in AP/IB programs	41.3%	Up from 30.9%	41.3%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	280	Up from 191	280	157
Completions in adult education GED or diploma programs	55	Down from 76	55	39
Annual dropout rate	1.7%	Down from 1.8%	1.7%	2.9%
Teachers (n= 1,110)				
Teachers with advanced degrees	60.6%	Up from 58.3%	60.6%	50.0%
Continuing contract teachers	89.0%	Up from 86.1%	89.0%	84.6%
Highly qualified teachers**	92.7%	N/A	92.7%	92.5%
Teachers with emergency or provisional certificates	3.5%		3.5%	4.4%
Teachers returning from previous year	90.3%	Down from 90.4%	90.3%	89.9%
Teacher attendance rate	94.1%	Down from 94.9%	94.1%	94.7%
Average teacher salary	\$42,798	Up 2.9%	\$42,798	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.0%	0.3%
Prof. development days/teacher	12.5 days	Up from 11.0 days	12.5 days	12.0 days
District				
Superintendent's years at district	11.0	Up from 10.0	11.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.9 to 1	21.2 to 1	21.0 to 1
Prime instructional time	90.3%	Down from 91.0%	90.3%	89.5%
Dollars spent per pupil*	\$7,697	No change	\$7,697	\$7,217
Percent of expenditures for teacher salaries*	57.2%	Down from 57.3%	57.2%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	97.0%	Up from 92.4%	97.0%	97.3%
Number of schools	18	No change	18	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	2.1%	Down from 2.6%	2.1%	4.3%
Average age in years of school facilities	20	Up from 19	20	26
Number of schools with SACS accreditation	18	No change	18	8
Average administrator salary	\$71,841		\$71,841	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.5%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	6.0 per board member
Percent new trustees completing orientation	67.0%

DISTRICT SUPERINTENDENT'S REPORT

School District Five of Lexington and Richland Counties has a long-standing reputation as one of the leading school districts in our state. Our students and staff are well-known for their outstanding achievements in academics, leadership, athletics, fine arts and more.

The 2003-04 school year proved to be another outstanding one for our school district. This year, Harbison West Elementary and the Alternative Academy for Success were named Red Carpet Schools by the State Department of Education, earning District Five the distinction of being one of only two school districts in the state to have all schools earn Red Carpet status. The Alternative Academy for Success is the only alternative school in the state to hold this honor. Irmo High School was the only high school in the state to be named a National Blue Ribbon School. Fifty-three additional teachers earned National Board Certification in 2003, bringing our district total to more than 135. The Chapin High SAT team won the AA state championship for the sixth time, making them the only AA school to ever earn this award. Dutch Fork High was recognized by Newsweek magazine as being among the top four percent of high schools in the nation for Advanced Placement options. Dutch Fork Elementary, Irmo Elementary and Lake Murray Elementary were named South Carolina Exemplary Writing Program Schools and the School Improvement Council at River Springs Elementary was one of the state finalists for the Dick and Tunky Riley School Improvement Council Award. More than 87 percent of the graduating Classes of 2004 went on to pursue two- or four-year degrees and earned a combined total of more than \$22 million in scholarship offers.

In addition, our school board approved a long-range building plan to address the future growth of our district. In the near future, we will open a new elementary school, which will alleviate overcrowded conditions at River Springs Elementary and provide relief to other fast-growing schools such as Ballentine and Lake Murray Elementary Schools.

I am very proud to serve as superintendent of this fine school district. I appreciate the support we receive from our school board, parents, community members and business leaders. I appreciate the high value you place on education. Your support has helped make School District Five of Lexington and Richland Counties the best school district in South Carolina, and one of the best in the nation.

Dr. Dennis McMahon, Superintendent